77 - PHYSICAL EDUCATION AT SCHOOL: THE HIGH SCHOOL STUDENT'S CONCEPTION

LUÍS ROBERTO DOS SANTOS;
MARIA TERESA CAUDURO.
Centro Universitário Feevale NH/RS/BR
luisantos@iacs.org.br; maite@feevale.br

Introduction

As a requirement for the conclusion of the Physical Education course in the Centro Universitário Feevale, I accomplished a study about "Expectations of High School students on the Physical Education classes". The goal was to recognize and understand the perception of the students in this educational age about the activities and contents developed on the subject here mentioned, helping to the teaching practicing. The survey was outlined under the qualitative-interpretative paradigm, with the use of case studies, tackling the perspectives of students and teachers. The tools used on the data searching were: field observation, semi-structured interview, documental analysis and investigation diary. The study area involved a private school in the city of Taquara - Rio Grande do Sul.

The interviews were done with fifteen High School students chosen through a pole among the students of the investigated classes.The total of observations were four High School Physical Education classes, as the researcher was already inserted on this environment for more than three years. The analyzed documents involved the referential curriculum of the institution and the Physical Education schemes of the High School teachers.

On data analysis, three great categories were found: Physical Education - pointing the conception and understanding of the students about this subject; Metodology - making clear the way how teachers organize their classes and Expectations - where students express their feelings on the contents and methodology for this subject classes.

The results of this study were presented as an essay, exposing the content and considerations made about the "Expectations" category. After the accomplishment of the essay, it was observed the possibility of exploring the study a bit more, introducing, this time, the results obtained on the students understanding about the Physical Education classes. Nevertheless, this article presents the results obtained on the "Physical Education" category and some reflections on the formation of this concept and the relation of this construction and teaching practicing.

Physical Education at School: Searching for a new conception

The conception of Physical Education at school we face today is a fruit of a changing process occurred back in history. Philosophical chains, social needs identified in different historical phases, besides political processes and movements provoked changes in the way of thinking, understanding and applying this pedagogical practice, so that Guiraldelli (1989), very well, characterizes these changes, by classifying such historical phases of the Brazilian Physical Education: Hygienist, militarist, pedagogical, competitivist and popular.

According to Souza and Vago (1997), the searching of a Physical Education based on other patterns, different from the classic and traditional, is perceived in the 80's, when it is started a critical and reflexive time about the practicing of Physical Education in Brazil so far. Questions are then raised, in that moment, about the military and medical influences, the sportist conceptions and output, and the body comprehension reduced just to the biological dimension. Although, when the 90's come, it is soon understood the need to jump up the questioning phase e proposing a new Physical Education concept, that means to renew the methods and contents attributed to the pedagogical practice of this subject.

It is on this time, and after that, according to Darido (2004), that new movements appear in the school Physical Education, coexisting nowadays, bringing different conceptions about the subject; all of them turned back against the sportive, mechanical and tradition pattern. Among them, the authoress emphasizes the following approaches: Psycomotricity, developmental and constructivist (based in a more psychological focus), critical surpassing and based on the PCNs (with a more sociological and political focus) and health-renewing (directed to the biological questions).

Although many teaching proposals of Physical Education have been built, either by political organizations, as education city and state offices, or by individual or group studies, many are still linked to the past conceptions. Some of them continue applying those in the school routine, in a way that the subject keeps on being practiced, seen and understood by the students the same way it was fulfilled in the past Physical Education times. This way, the insistence on applying several received influences of the School Physical Education in its historical development has contributed to difficult the obtaining of a clear and applicable goal to the subject.

The understanding of the subject by High School students

This category, extracted from the survey, worries about revealing the High School students' ideas and conceptions about the Physical Education subject, as well as their vision on the classes of this curricular component.

After observing the reports of the interviewers outlined in this article, it is possible to notice that the understanding the High School students have about the Physical Education subject carries influences of some phases of it back in history. Some tendencies described by Guiraldelli (1989), mentioned before, are found on the students' talking when they look upon Physical Education.

To some, the concept is linked to the features of the **Hygienist** Tendency, in which the focus of the Physical Education classes is the good development of the body, bringing them health in the present and also in the future.

"They are physical activities for a better development of the body, for learning a bit more about the muscles". E3

"I think it is a kind of education that shapes our body and makes us health for the rest of our lives…" E8

The Hygienist understanding follows one of the texts of the Curricular Reference from Physical Education in the institution that, based on the harmonic development of the bio-psycho-social potentialities of the individual, presents fragments of this tendency:

"The presence of this subject at the school is justified by its value related to the physical, mental and spiritual health. It is an essential part of the whole education, as the physical vigor and good health are important factors for life quality and to a successful learning". D1 - p.69.

Here it is observed that, Physical Education in that school plays a role of guarantee to their students the possibility of developing a physical and mental health for a living with good quality. This relation has already been done by the students, not only for the reference existing in the curriculum, but also by the existence of contents applied in classes that discuss this issue.

Among those contents, there are some physiology concepts and healthy food habits that can give the student the possibility of develop skills related to relevant aspects of this tendency.

In other testimonies, Physical Education is turned to competition, when orientations and works accomplished in classes are for training and preparation of sportive competitions, leading this way to the **Competitivist** Tendency of directing the understanding of this subject.

"I think it is important, because we have a break of the regular classes and we still have the Olympics, and some people even don't know the rules, not even how to kick a ball, and we can learn this on the Physical Education classes, then we can participate in the school team and it is nice. We really need this subject." E9

Besides the students testimonies, it was noticed that competition is a main goal for many at the Physical Education classes, and it happens mainly on sports, reinforcing the idea of Hildebrandt-Stramamm's (2001) that says that the basic principle of sport is on overcoming, in the sense of winning.

"The soccer dispute was so hot and the willing to win was clear when they were running after the ball(…) The outside girls were making many commentaries about the play and that cheer even more the players putting them on fire." OB4

Although this sportive and competitive conception given by the students and observed in class is well determined in the school context as studied, has no relation with what is presented in the curricular references;

"In a general way, those activities (in a reference to sportive activities) must not represent a means of precocious specialization in the Physical Education classes…"D1 - p.76

This way, the conception formed by the students of a Physical Education class mainly pointed to the sports and its cultural manifestations, has gained power on the contents organization and methods elected by the teachers:

"Bimonthly she (the teacher) introduce two or more sports." E5

"He gave us a kind of a yearly chronogram, sort of, bimonthly we'd have a different sport and then he teaches us according to our schedule." E4

Even though this theory and other legal resolutions point to the need of a reflexive Physical Education, the role of the teachers, inside this traditional-sportive perspective, is still supported and accepted by some students. This reality can be observed at the moment of the students answers, when they are asked about the sports organization bimonthly:

"Well, I guess it´s cool, because even though we don't like this or that sport it is nice to know about it and how to play it practicing." E4

"I think it´s nice, because in my former school it was not like that… Here, with this division, many sports that I had never seen I was introduced here, and this bimonthly division is nice." E13

It is also found those who think about Physical Education as a place for fun and relaxation, where output and discipline give place to the leisure and amusement. The understanding those students have can be compared to what was thought of Physical Education in the **Popular** Tendency, in which the working class searched for an activity that could relieve the individual pressures of the daily routine.

… I think Physical Education is like that, a way of having fun… a moment to relax and get cool and forget my heavy burdens" E10

Inside this popular tendency, there is the danger of thinking in classes that involve only leisure and relaxing, without worrying about the knowledge building and mainly, without the reflection about the body, in a way that many students could give no value to the Physical Education on the school curriculum:

"I don't think I'd miss this subject in the curriculum if it weren't there".E8

"It is just a leisure time, but it doesn´t work as learning". E1

The Physical Education conception through the practice

After those reports, it is visible the diversity of ideas and conceptions regarding the Physical Education classes in High School. It is obvious that the concept of this subject varies from one student to the other, and it is not only linked to personal longings or features, but in fact to a whole educational context He or She was and is inserted. This happens because the political pedagogical project of the school, the distribution of the classes in the curricular set, the chosen methodology and contents by the teacher, besides the environment where the sections are developed, create on the students' minds a net of meanings that characterizes, in a private way, Physical Education.

The result of the study, in which was extracted this category of understanding about the subject by High School students, shows that the student body expectation for Physical Education in this educational phase, is turned back to the perspective of developing fitness for sports. On the interviews and even in the classes observations, the students demonstrated a sort of conviction in arguing that Physical Education classes are justified for the practice and learning of sports, so much that their considerations about aspects that should be improved in the classes also were kept in a pattern of sport learning and training, even though they pointed to other ways of understanding the classes, as seen previously. One factor, identified in the survey, that reinforces this idea conceived by the students, in a perspective of developing sport skills, is the one that, although that's not the pattern defended for Physical Education in this school, the teachers pedagogical practice of the institution is focused in a program where the sport is the "protagonist" of the classes. This way, the students vision is directed by the class reference they have day by day.

It is important to say that this understanding of Physical Education as a subject reflects directly in the student position as an interactive agent in the classes, affecting his or her participation, motivation and development. For this reason it is important that the Physical Education perspective, presented by the school in its pedagogical politics and developed by the teachers in their methodology, doesn't offer to the student a wrong vision of that school principles, for doing so, everything related to this curricular component would fail or left out.

I reinforce this idea by introducing some evidences about the issue found on other studies results about Physical Education in High School. Fleck (1999), carried out a study about High School students' evasion in Physical Education classes. It was certified that one of the evasions cause was that the allocation of Physical Education in an opposite time of the other classes generated students' lack of motivation when practicing. Adding to this, the authoress noticed that the class pattern, based on the choice of one sport modality to be developed in a semester, at first defended by the students, was also a main factor to the acquisition of working certificates to be dismissed from the classes. In this case, it is noticed that the structure offered and organized by the school is not in favor of the importance and need of the subject, once the evasion is verified among the students. Besides that, the vision about the diversity of movement possibilities and body practicing, defended by Souza e Vago (1997), for the classes, is softened, once the class is summarized in a sportive modality training and practice.

In other study, Almeida (2005, analyzes the lack of interest of High School students on the Physical Education classes. As in the study previously mentioned, the fact of Physical Education is being ministered in an opposite time of the regular classes

is also pointed as one of the causes of the lack of interest on the subject. However, the author emphasizes as a main factor to the problem the methodology presented by the teacher, based on the traditional-sportive pattern, and the repetition of sport contents worked in elementary school. In this context, besides the well known problem of sports faded classes, the content organization by the teacher, has taken out the idea of learning acquisition and building through a creative and changing practice, showed by the PCNs (1998), because students are not interested on gesture and technical repetitions already worked in other learning phases.

So, the not so exciting reality observed in class many times concerning to interest, participation or involvement of the students in the activities is not only due to intellectual or psychological features of the students, but can be also related to the class pattern that he or she is getting from the school context Physical Education belongs or is developed on.

Final Considerations

Many School Physical Education lovers look for answers to the problems found on the pedagogical practice of this subject. Few, however, are those who have the opportunity or even the initiative of searching for an insight to those questionings, through investigation, a reflexive study of the situations involving the classes. In this context, I couldn't leave to a second plan some important points that were meaningful to me and that can be used by others as a contribution to their pedagogical practice, in their studies or reflections.

I start my considerations by saying that we live in a transition time. A time when the old practices and speeches about new conceptions are confusing, when working with Physical Education at school. Although the time of criticism and reflections on past tendencies have already been installed for more than two decades, bringing new approaches and perspectives to the subject, many people still use their past experiences and background to conduct their teaching practice. The reflex of this dichotomy between speech and practice is evidenced in the class environment, where the subject is many times, seeing, practiced, and understood by the students as the same way it was in the past.

A prove for this is the way the High School students evaluate Physical Education in their reports. Besides the existence of a diversity of ideas, they are shown in their classes old patterns are being reproduced and restated as they present aspect and influences of the pattern used over history.

The problem on using ancient patterns doesn't have to do only to the fact of a non-innovative and out of context Physical Education, but also with the direct influence of those aspects on building understanding of this subject by the students. This happens because the way this building occurs is directly related to the classes references they have day by day. So, the pattern adopted by the teacher will be predominant on the understanding of the subject by the student.

One identified factor in the study that reinforces this idea is that, although, the curricular reference of the school does not defend Physical Education mainly directed to sport, the understanding and perspective of the students, as shown in the interviews and observation, turn back into this pattern. To this fact is added the influence of teaching practice, that according to the students reports and class scheme, demonstrated to be focused in a program in which sport act as the “leader actor” of the classes.

The same way, political and structural features of the school is also likely to supply influent aspects on the idea of Physical Education to the students. As well as the teacher participation, those features can influence the concept of the subject by the student, making it more valuable or even less important for the curriculum. This way, the pedagogical politics adopted by the school might be helping the student adhesion to the classes activities or even motivating his or her evasion.

For this reason, it is important that the tackling of Physical Education, presented by the school through its pedagogical politics and developed by the teacher in his or her methodology are in conformation and give to the student a clear vision of the principles and goals of that school, so that he or she understands it and can get motivation to accomplish it. On the contrary, the mistaken building of Physical Education concept to the students, using inappropriate pattern and perspective will be compromising the practice and existence of this subject at school.

Therefore, it is necessary for teachers to know, understand and think about the processes in which the new ideas and conceptions of Physical Education are built nowadays, so that they can link the ancient practices hoping to improve the pedagogical practice minimizing the problems on the participation and development of this subject at school.

Bibliographic References

1. ALMEIDA Pedro Celso de. **O desinteresse pela Educação Física no ensino médio**. 2005. Trabalho de Conclusão de Curso. (Graduação em Curso de Educação Física) - Centro Universitário Lasalle. Orientador: Maria Teresa Cauduro.

2. DARIDO, S.C. Ensinar/Aprender Educação Física na escola: influências, tendências e possibilidades In: **Pedagogia Cidadã: Cadernos de formação: Educação Física Ed**. São Paulo : Unesp: Pró-reitoria de graduação, 2004, p.5-22.

3. FLECK, Dulce Beatris. **Evasão de alunos nas aulas de educação física no ensino médio**. estudo de caso. Novo Hamburgo, 1999. 106 p. Monografia (Conclusão do Curso de Educação Física) - Centro Universitário FEEVALE, 1999. Orientador: Maria Teresa Cauduro.

4. GUIRALDELLI, P. Júnior. **Educação Física Progressista**. São Paulo: Loyola, 1989.

5. HILDEBRANDT-STRAMANN, Reiner. **Textos pedagógicos sobre o ensino da educação física**. Ijuí: UNIJUÍ, 2001. 167 p.

6. MINISTÉRIO DA EDUCAÇÃO / SECRETÁRIA DA EDUCAÇÃO. PCN: **Ensino Médio**: linguagens, códigos e suas tecnologias. Brasília: M.E. / S.E. ; 1998.

7. SOUZA, Eustáquia Salvadora de; VAGO, Tarcísio Mauro. In: COLÉGIO BRASILEIRO DE CIÊNCIAS DO ESPORTE: **Educação física escolar frente a LDB e aos PCNs**: profissionais analisam renovações, modismos e interesses . Ijuí: Sedigraf, 1997. 141 p.

Av. Sebastião Amoretti, 2130A. Taquara, RS, BR.
CEP: 95.600.000 Telefone: (51) 3541.6800
luisantosrs@hotmail.com

PHYSICAL EDUCATION AT SCHOOL: THE HIGH SCHOOL STUDENT'S CONCEPTION

ABSTRACT

The present article shows the results and reflections taken after the study category that deals with the conception of Physical Education for High School students, from a survey introduced as a Final Paper in the Physical Education Course at FEEVALE in 2005. The goal of the study, in a whole, was to acknowledge and understand the perception of this kind of students

on the activities and contents developed in the Physical Education classes. However, for this article, it was taken into consideration only one of the specific goals aiming the students knowledge on the subject and identify aspects that influence this conception. The survey was based on the qualitative, interpretative descriptive pattern with case study. The case study was a private school in Taquara-RS/Brazil. The instruments applied into the data collection were: observations of the classes, semi-structured interview with fifteen students, field routine and documentary analysis. Data analysis occurred through triangulation of data. The results show that students have different knowledge on the Physical Education subject that according to tendencies given by Guiraldelli (1989) are: hygienist, competitive and popular. After this, the conclusion is that the idea from those students about the subject is associated to the educational context in which they are inserted and the class reference they have daily.

KEY WORDS: Physical Education, Conception, High School.

L'ÉDUCATION PHYSIQUE À L'ÉCOLE: LA CONCÉPTION DE L'ÉLÈVE DU LYCÉE

RÉSUMÉ

Cet article présente les réflexions ainsi que les résultats faites à partir da la cathégorie d'étude qui aborde la concéption de l'éducation physique pour les élèves du Lycée, extraits d'une recherche présentée autant que travail de conclusion du Cours d'Éducation Physique du Centre Universitaire Feevale en 2005. Cenpandant l'article ne se penche que sur un de ses objectifs spécifiques qui cherche à connaître la façon dont les élèves comprennent cette branche et en identifiant les aspects qui ont une influence sur la construction de cette conception. La recherche a été menée sur le paradigme qualitatif, descriptif interpretetif avec l'étude de cas. L'étude d'affaire s'est constituée d'un Lycée du réseau d'éducation privée de la Municipalité de Taquara - RS/Brasil. Les intruments employés pour la collecte des données ont été: observations de cours d'éducation physique, des interviews semi-structurées auprès de quinze élèves du lycée, un journal de terrain et l'analyse des documents. L'analyse des données s'est réalisée par la triangulation des données. Les résultats indiquent que les élèves comprennent différemment la branche d'éducation physique, cela se fait d'aprés les tendances proposées par Guiraldelli (1989): l'hygiéniste, la compétitiviste et la populaire. À partir de cela on conlcu que l'idée des élèves sur la branche d'éducation physique est associée au contexte éducationnel dans lequel ces derniers y sont inserés ainsi qu'au références de cours qu'ils possedent au quotidien.

MOTS-CLÉS: Education Physique, Conception, Lycée.

EDUCACIÓN FÍSICA DE LA ESCUELA: LA CONCEPCIÓN DEL ALUMNO DE EDUCACIÓN SECUNDÁRIA

RESUMEN

El artículo presenta la reflexión y los resultados hechos apartir de una categoria de análisis sobre la concepción de educación física de los alumnos de enseñanza secundaria extraída del trabajo de conclusión del curso de Educación Física presentada en el Centro Universitário Feevale en el año 2005. Consideramos uno de los objetivos específicos del trabajo, el de conocer la compreensión de los alumnos en la asignatura e identificar patrones que influyen en la construcción de esta concepción. La investigación se hizó en la matriz cualitativa, descriptiva, interpretativa. El estudio de caso fué en una escuela de enseñanza privada en Taquara RS/Brasil. Los instrumentos utilizados para colecta de datos fueron: observación, entrevistas con 15 alumnos, notas de diário y análisis de los documentos. El análisis se hizó a través de la triangulación de los datos. Los resultados enseñan que los alumnos tienen concepciones distintas sobre la asignatura de Educación Física y de acuerdo con Guiraldelli (1989), son higienistas, competitivistas y popular. La conclusión es que las ideas de estos alumnos sobre la asignatura esta asociada al contexto educativo en que están inseridos y la referencia de clase que poseen de su dia a dia.

PALABRAS CLAVES: Educación física, Concepción, Educación Secundaria.

EDUCAÇÃO FÍSICA ESCOLAR: A CONCEPÇÃO DO ALUNO DO ENSINO MÉDIO

RESUMO

O presente artigo mostra as reflexões e resultados obtidos a partir da categoria de estudo que trata da concepção de Educação Física para os alunos do Ensino Médio, de uma pesquisa apresentada como Trabalho de Conclusão do Curso de Educação Física no Centro Universitário Feevale no ano de 2005. Levou-se em conta apenas um dos objetivos específicos: aquele que buscava conhecer o entendimento da disciplina pelos alunos e identificar aspectos que influenciam a construção desta concepção. A pesquisa se delineou sob o paradigma qualitativo, descritivo interpretativo com estudo de caso. O estudo de caso constituiu-se de um colégio da rede particular de ensino do Município de Taquara - RS/Brasil. Os instrumentos empregados para coleta de dados foram: observações das aulas, entrevistas semi-estruturada com quinze alunos, diário de campo e análise de documentos. A análise dos dados se deu através da triangulação dos dados. Os resultados mostram que os alunos possuem entendimentos diferenciados sobre a disciplina de Educação Física, que de acordo com as tendências dadas por Guiraldelli (1989), são: higienista, competitivista e popular. A partir disto concluiu-se que a idéia destes para com a disciplina está associada ao contexto educacional em que estão inseridos e ao referencial de aula que possuem em seu dia-dia.

PALAVRAS-CHAVE: Educação Física Escolar, Concepção, Ensino Médio.